CENTRAL OREGON
community college

Chapter One:

Mission, Core Themes & Expectations
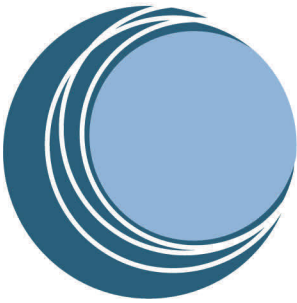
Table of Contents

Chapter One:
Mission, Core Themes & Expectations

CHAPTER ONE: MISSION, CORE THEMES AND EXPECTATIONS

Eligibility Requirements 2 and 3

Central Oregon Community College is compliant with Eligibility Requirements 2: authority, and 3: mission and core themes. The College was formally established as independent of the K-12 school system on January 20, 1962 "by a vote of the people." It was chartered by the State of Oregon (Board of Education) on September 28, 1965. The Board approved the mission statement in 2000 and the core themes on December 9, 2009. In December, 2011, the COCC Board of Directors revised the Board goals to clarify the alignment between these goals and the four core themes: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning. The Board officially accepted this Comprehensive Evaluation Report on February 22, 2012.

Standard 1A: Mission

COCC organizes its purpose into a mission, a vision statement, and goals. The vision statement and goals partner with the mission statement to further define the overall direction of the College. COCC's core themes–transfer and articulation, workforce development, basic skills, and lifelong learning–are best reflected in the goals. COCC's statement of [mission, vision, goals](1), and [priorities](2) are available on the College's website and are printed in the COCC Catalog (4-5).

Mission
Central Oregon Community College will be a leader in regionally and globally responsive adult, lifelong, postsecondary education for Central Oregon.

Vision Statement
Because of COCC, Central Oregonians will…
- be a district-wide community that holds and promotes lifelong postsecondary education and ongoing professional growth and personal development for adults as values;
- be able to connect actively with other communities, the state, the nation, and the world in order to attain both locally strong and globally responsible perspectives;
- view education as integral to a sense of well-being, security, and responsibility; and
- look to COCC to lead the region in the achievement of these ends.

Goals
Central Oregon Community College students will…
- have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level (Core Theme 1: Transfer and Articulation);
- have the workforce knowledge and skills necessary for their careers (Core Theme 2: Workforce Development);
- have academic achievements and basic learning skills necessary to successfully pursue education at the community college level (Core Theme 3: Basic Skills);
- have access to and participate in wide-ranging lifelong learning opportunities that enhance wellness, quality of life, and cultural appreciation (Core Theme 4: Lifelong Learning).

COCC as an institution will support the values of
- working collaboratively to achieve shared purposes
- supporting diversity and interacting effectively with state, regional, national, and global communities

The mission, vision statement, and goals establish the nature and structure of the College's work, and these change only minimally over time. Every two years, the Board establishes priorities that guide and shape the ways the College works toward its established goals. These priorities are based on current needs and conditions in Central Oregon. The five priorities approved for [2011-13][2] provide the means by which the College achieves its goals for this two-year period. These priorities are (1) to strengthen access to learning opportunities, (2) to support and promote student success, (3) to build partnerships with local educational organizations and employers, (4) to promote continual improvement of our programs and services, and (5) to maintain institutional viability in the face of changing environments. Core themes for this Year-Seven report are the central thread expressed in the College goals, and one or more Board priorities weave through each of the core themes. For each core theme, we have developed specific outcomes, and for each outcome we provide benchmarks for measuring our success. Quantitative and qualitative data collected indicates whether we have achieved success in the outcomes, and success in achieving the outcomes indicates fulfillment of our mission.

COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes. To know whether we have fulfilled our mission, the College must assess our systems and programs and make continuing adjustments when called for. Three benchmarks (achievement levels) have been established to provide a shared language for assessing mission fulfillment. Referred to as red, yellow, and green, each general benchmark is captured by a color-coded rating relative to our goals. Red signifies achievement that has not yet met the minimum benchmark threshold, yellow signifies achievement at an acceptable level, and green signifies that aspirational achievement has been reached. COCC defines mission fulfillment as achieving at least acceptable—yellow—status in 70% of the achievement indicators in each of the four core theme areas. Quantitative data thresholds are set with precise numerical benchmarks. Qualitative data thresholds will also include review of content contained in relevant documents. Such reviews can be used to illustrate thematic patterns that demonstrate whether or not acceptable benchmarks that demonstrate mission fulfillment have been achieved.

COCC's system for assessing mission fulfillment requires the following kinds of analysis and goals:

- Quantitative mission fulfillment analysis by achieving at least 70% "acceptable" level for the indicators listed for each of the core themes.
- Quantitative and qualitative fulfillment analysis through Institutional Effectiveness Reports and community input relative to Board goals.

Institutional Effectiveness Reports provided throughout the year to the Board communicate the College's progress in the established Board priority areas. The reports provide specific indicators, baseline and longitudinal data, lists of current initiatives, and statements regarding achievement in specific areas. The Institutional Effectiveness Reports include two future-focused components: a statement of "What Needs to Be Done" and "Factors Affecting Results/Progress." These components

outline potential future actions related to achieving the goal or improving the assessment tool . They also list internal and external environmental factors that influence mission fulfillment, may shape future strategies, or may justify modification of the priorities themselves. COCC began work in late spring 2011 to revisit and improve alignment between the Board priorities and strategic initiatives, a process that will improve and better inform the Institutional Effectiveness Reports.

In addition to Institutional Effectiveness Reports, COCC relies on community feedback to inform planning and assessment. Community is defined broadly and includes Central Oregon residents, leaders of both private and public sectors who have a stake in higher education attainment for citizens, and the COCC community (faculty, staff, and students). Seeking feedback from community stakeholders allows COCC to assess achievement in nearly all of the five Board priority areas. Gleaning such feedback regularly and systematically, however, is a work in progress. A few examples of available tools include COCC's annual Graduate Survey, the Community College Survey of Student Engagement (CCSSE) and COCC's biennial Campus Climate survey. COCC is continually looking to strengthen and expand the collection of community feedback in order to better understand the community we support and serve.

The College is also exploring how it can continually improve upon how we measure and define mission fulfillment. As COCC completes its Strategic Plan revisions as part of the next cycle of accreditation review, the College will explore the potential for an Institutional Scorecard which will combine the two assessment strategies listed above. Using similar templates, two scorecards are in development as elements of the COCC Strategic Planning initiative: the Operational Scorecard and the Outcomes Scorecard. When completed, the Operational Scorecard will allow the College to assess planning and execution of strategies in support of achieving the College mission and Board priorities. The Outcomes Scorecard will allow the College to track established success indicators to see if the executed strategies made any difference toward fulfilling the College mission and Board priorities. The College believes both scorecards will be critical to mission fulfillment.

The Outcomes Scorecard will be especially helpful in keeping established indicators in the forefront of planning and will allow us to establish thresholds of achievement. As is true with most assessment efforts, no precise number can adequately provide meaning toward establishing mission fulfillment. Trend line data is and will be the key consideration in current planning and assessment processes. Once thresholds are established and achieved, the College can and will aspire to improve.

The processes described above demonstrate ongoing commitment to COCC mission fulfillment. Each of the clarifying documents provided with this document expands on key characteristics and expectations essential for mission fulfillment and provides the College community with guidelines on meeting the essential elements of our mission.

Standard 1B: Core Themes

The Board adopted four core themes in December 2009 and reaffirmed its commitment to those core themes in fall 2010. As stated previously, the themes manifest the essential elements of COCC's mission as articulated in the Board goals and priorities. The core themes are (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

For COCC, a solid foundation in general education is central to successful transfer (Core Theme 1) and workforce preparatory certificates and degrees (Core Theme 2). In concert with these themes, COCC has established nine General Education outcomes in the following areas: Aesthetic Engagement, Communication, Critical Thinking, Cultural Awareness, Health Choices, Quantitative Reasoning, Scientific Reasoning, Technology and Information Literacy, and Values and Ethics. Further information on the General Education outcomes is provided in Chapter Four. In addition to our concerns with transfer and workforce preparation, the College provides opportunities for learners needing Basic Skills, including English Language Learners (Core Theme 3). We also provide learning and cultural enrichment opportunities to our diverse population (Core Theme 4).

Core theme indicators rely heavily upon data derived from the Community College Survey of Student Engagement (CCSSE), the COCC Graduate Survey, Strategic Enrollment Management (SEM) reports, and College enrollment reports. In general, for nationally normed CCSSE measures we set our yellow target at the fiftieth percentile for all participating schools and our green/aspirational measure at the eightieth percentile. Indicator tables in the sections that follow convert this percentile into their numerical equivalents. For CCSSE questions that are not nationally normed, COCC sets its own benchmarks.

For Graduate Survey responses we typically set a higher bar: 75% should agree or strongly agree when indicating satisfaction (yellow), and 80% should agree when indicating satisfaction for aspirational achievement (green). Graduates who have navigated their way to success most likely have a more positive attitude toward their experience than those not surveyed; thus, high targets attempt to mitigate this bias. Where the 75% and 80% were not appropriate, we have set targets through the ACT. SEM benchmarks are set through an internal, multi-year process that involves every major unit of the College. Enrollment reports are collected through our student information system and can be queried a variety of ways to better inform the College. Qualitative data, indicated by a Q in the following tables, is analyzed and reported to the ACT by the relevant stakeholders for each study.

Core Theme 1: Transfer and Articulation

The transfer and articulation core theme directly addresses the Board goal that prepares students with academic and related skills needed to successfully achieve education and training beyond the community college level. In 2010-11, 48% of certificate/degree-seeking students declared a transfer major. The Associate of Arts Oregon Transfer (AAOT) degree is the primary transfer degree offered in Oregon and at COCC. Students may also transfer under the Associate of Science (AS) degree or the Oregon Transfer Module (OTM), but students with the goal of transferring are advised toward earning the AAOT. Degree requirements for the AAOT, AS, and OTM are published in the College catalog and are available on the COCC website. A full description of degrees is provided in Chapter Two.

The articulation aspect of this theme also draws on the Board priority area that emphasizes strategic partnerships. The College's work on this theme manifests itself in a variety of settings, including but not limited to, a partnership with Oregon State University-Cascades campus, participation in the statewide Joint Boards Articulation Committee's development of statewide AAOT outcomes, and participation in College Now, a program through which high students can take COCC classes for college credit while still enrolled in high school. Expanding transfer opportunities in Central Oregon is also a key COCC activity associated with this theme. COCC actively participates in regional initiatives to increase opportunities

for baccalaureate degree options in Central Oregon or via online/hybrid programs. Thus, articulation for COCC includes specific agreements that define a student's program of study and general partnerships that streamline transfer preparation.

Objective 1.1: Design entry and support services to promote access and success for students intending to transfer.

Overview: Providing students with a strong academic experience in preparation for transfer begins with support services that allow students to focus on their learning goals. Efficient and helpful processes relating to admissions, entry services, financial aid, and advising are inherent in the Board priorities of access and success. Table 1.1 describes the means by which COCC measures its progress in relation to entry and support services.

Table 1.1: Indicators, Benchmarks, and Sources for Objective 1.1, Core Theme 1: Transfer and Articulation				
	Indicator	**Benchmark**		**Source**
		Yellow	**Green**	
1.1.a	Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT-52.8	56.6	CCSSE
		PT-48.1	51.5	
1.1.b	Student satisfaction with entry services (admissions/entry services, accuracy of information, financial aid advising)	80%	85%	COCC Graduate Survey
1.1.c	Student satisfaction with advising (financial aid and academic)	50%	60%	CCSSE
1.1.d	First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	SEM

Planned Future Indicators: COCC will be participating in the Survey of Entering Student Engagement (SENSE) fall 2012, which will provide additional data for assessing this objective.

Rationale: The Community College Survey of Student Engagement (CCSSE) is a research-based national survey tool that allows community colleges to assess institutional practices and student behaviors that are highly correlated with student learning and retention. Survey questions gauge students' perceptions of support for learners and help the College assess its entry and institutional support practices. COCC's Graduate Survey—a College-generated survey—assesses satisfaction with entry and support services for students earning a credential. SEM data tracks persistence from first to second term, and this data will support better understanding of student success and College success in meeting this objective.

Objective 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.

Overview: Since 2007-08, COCC has experienced unprecedented enrollment growth. This growth requires that the College pay close attention to a student's ability to access courses and course

sequences necessary for timely completion and transfer as emphasized by the Board priority area related to access.

COCC believes that the transfer experience should be structured so that students can move efficiently through a degree program. In addition to high school articulations, COCC has developed agreements with university and four-year college programs that provide students with a clear course of study and allow students to count some lower division credits toward upper division requirements. These efforts streamline students' transfers to four-year institutions. Table 1.2 lists the indicators for this objective and the data sources with which the College measures its progress.

Table 1.2: Indicators, Benchmarks, and Sources for Objective 1.2, Core Theme 1: Transfer and Articulation				
	Indicator	**Benchmark**		**Source**
		Yellow	**Green**	
1.2.a	Student satisfaction with course sequencing as related to progression and timely completion	70%	75%	CCSSE
1.2.b	Student satisfaction with availability of courses at times students can take them	55%	60%	COCC Graduate Survey
1.2.c	Number of credit courses offered by non-traditional methods	+10%	+12%	SEM
1.2.d	College Now student participation (three-year rolling average)	+15%	+20%	COCC Enrollment Reports, IE Reporting: Partnerships, K12
1.2.e	Percentage of high school seniors who took a COCC college-level credit class then matriculated to any post-secondary institution the year following high school graduation	65%	75%	IE Reporting: Partnerships, K12

Planned Future Indicators: In the near future, data sets will be established to track time to completion of the AAOT. At that point, an average time to completion will be determined and allow COCC to set benchmarks.

Rationale: Measurement of our success in this area is both quantitative and qualitative. The CCSSE questions and the COCC Graduate Survey provide student perspective on course sequencing and progress toward completion and transfer. SEM data tracks progress on access to flexible modes of instruction. Institutional Effectiveness Reports allow COCC to check progress on College Now articulations with high school partners.

Objective 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.

Overview: COCC has developed a strong culture of ongoing and systematic assessment of student learning outcomes, as well as support for faculty professional development in alignment with the Board

priority area of continual improvement. The nine general education outcomes mentioned in section 1.B.1 and detailed in Chapter Four, encompass the general education experience at COCC. By the time students complete their degrees, they are expected to meet all nine outcomes. They are linked and implemented at the course level through the [Curriculum Committee Review Processes and Procedures][3]. General education outcomes assessment results are collected in a comprehensive General Education Outcomes Data Exchange (GEODE) that was developed and piloted winter 2011.

The College recognizes that developing and supporting quality faculty is integral to creating a successful learning environment for students. COCC maintains an organizational culture that encourages teaching excellence, provides financial support for professional development, and offers opportunities to innovate. Faculty promotions and sabbaticals are linked directly to effectiveness in primary assignment (teaching excellence), professional development, and service to the College and community. Innovations for improving transfer completion and success are outcomes of this organizational culture and support. Objective 1.3 also applies to Career and Technical Education (CTE) faculty, and this section is referenced in Core Theme 2, Objective 2.2. Means of measuring progress toward this objective are provided in Table 1.3.

Table 1.3: Indicators, Benchmarks, and Sources for Objective 1.3, Core Theme 1: Transfer and Articulation				
	Indicator	**Benchmark**		**Source**
		Yellow	**Green**	
1.3.a	College contribution to a broad general education, full-time and part-time students	FT-60% PT-50%	70% 60%	CCSSE
1.3.b	Student perspective of academic challenge, full-time and part-time students (CCSSE normed score, not percentage)	FT-54.9 PT-46.1	57.9 49.3	CCSSE
1.3.c	Qualitative analysis of student achievement on nationally-normed exams	At norm	Above norm	Department tracking
1.3.d	Percent of full-time faculty submitting assessment results and reflections to COCC's GEODE	65%	80%	GEODE
1.3.e	Qualitative analysis of course improvements based on general education outcome assessment	Result satisfaction 75%	Result satisfaction 85%	GEODE
1.3.f	Percent of faculty successfully completing the annual review process	85%	95%	Faculty Personnel Files
1.3.g	Percent of eligible full-time faculty earning a promotion	70%	90%	Promotions Results

Rationale: CCSSE questions assess the students' perspectives of their overall general education, learning skills, and connection to community. Additionally, CCSSE assesses student perspective on academic rigor and the opportunities for active learning and engagement with their faculty. General Education Outcomes Data Exchange (GEODE) verifies that faculty assess whether or not students are meeting general education outcomes, and the same data exemplifies student assessment results on particular

assignments and projects. Faculty files offer narratives that demonstrate faculty commitment to assessment, strength in primary assignment, continuous professional development, and service to the College and to the community. The annual Promotions Committee process establishes a high standard, demonstrated by the fact that each year several candidates standing for promotion fail to meet the expectations. Faculty members are allowed to reattempt the promotions process.

Objective 1.4: Students with the intent to transfer are able to do so successfully.

Overview: Inherent to the intent to transfer is the goal of completing requirements of baccalaureate degrees and beyond. The role of COCC in providing high quality education in lower-division courses is vital. Table 1.4 describes the means by which the College monitors its progress in relation to transfers.

Table 1.4: Indicators, Benchmarks, and Sources for Objective 1.4, Core Theme 1: Transfer and Articulation				
	Indicator	**Benchmark**		**Source**
		Yellow	**Green**	
1.4.a	Students declaring a transfer major will receive a transfer module or degree within four years	15%	20%	SEM
1.4.b	Number of students earning a transfer credential (OTM, AS, AAOT, ASOT)	+10%	+15%	COCC Completions Report
1.4.c	Percent of transfer credential completers transferring to a four-year institution within one year of completion	65%	75%	IE Reporting: Partnerships
1.4.d	COCC to Oregon University System (OUS) GPA after transfer	3.0	3.1	OUS-CCWD Data Match
1.4.e	Rate of COCC Students transferring to OUS and graduating within six years	71%	75%	OUS-CCWD Data Match

Rationale: SEM data tracks progress toward certificate and degree attainment. The COCC completion report provides the number of students who earn transfer credentials. With assistance from the National Student Clearinghouse, university partners, and the Oregon Department of Community College Workforce Development (CCWD), the College can track the number of those completers who successfully transfer. (Success is defined, in part, by GPA after transfer for students who transfer to the Oregon University System.) By also tracking transfer students who do not complete a credential prior to transfer, the College can better understand student behavior and plan accordingly. Data match GPA comparisons after transfer demonstrate that COCC students are prepared to complete baccalaureate degrees.

Core Theme 2: Workforce Development

The workforce development core theme directly addresses the Board goal to achieve a student population with the workforce knowledge, content proficiency, and collaborative work skills necessary for lifelong employment. COCC offers Certificates of Completion and Associate of Applied Science degrees (AAS) in 59 programs[4], listed in the Catalog (36-51). In 20010-11, 39% of certificate and degree-

seeking students declared a Career and Technical Education (CTE) major. All degree programs and certificates of one year or more include related instruction in communications, math, health, human relations, and computer skills, and nine credits of courses that meet COCC's discipline studies requirements. Each CTE program defines student learning outcomes specific to the skills and knowledge necessary for professional practice in the field. The role of COCC in economic development is pivotal to Central Oregon and includes credit workforce development programs, noncredit offerings that foster small business development, and partnerships designed to diversify the regional economy.

Objective 2.1 Entry and support services are designed to promote success for students participating in Career and Technical Education programs.

Overview: Preparing students to succeed within a CTE program and transition into the workforce addresses the Board priority area of success. CTE programs require post-secondary skill levels in reading, writing, and math, and such skills need to be attained prior to entry into a program in order to ensure student persistence and completion. Unfortunately, some students begin a CTE program inadequately prepared. Several CTE programs, including but not limited to, Automotive Technology and Manufacturing Technology, have recently begun to seek strategies to improve student readiness. Competitive admissions requirements that include specific prerequisites and selective admissions criteria in several CTE programs increase the potential for student completion. However, access is limited by capacity in programs such as nursing, and the Board priority area of institutional viability requires that COCC find ways to navigate this tension. Four indicators are used to measure progress toward this objective, as noted in Table 1.5, below.

Table 1.5: Indicators, Benchmarks, and Sources for Objective 2.1, Core Theme 2: Workforce Development.		Benchmark		Source
Indicator		**Yellow**	**Green**	**Source**
2.1.a	Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT-52.8 PT-48.1	56.5 51.5	CCSSE
2.1.b	Student satisfaction with admissions/entry services, accuracy of information, and financial aid services	80%	85%	COCC Graduate Survey
2.1.c	Student satisfaction with advising (academic and financial aid)	50%	60%	CCSSE
2.1.d	First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	SEM

Planned Future Indicators: In the near future, data sets that track the progression of CTE cohorts (ABS to developmental education to credential) will allow COCC to more fully analyze progression and also to determine benchmarks and strategies that can improve upon pathways to completion.

Rationale: CCSSE and the COCC Graduate Survey provide student perspective on progress toward their career goals and opportunities and their perception of support for their learning. SEM tracks persistence.

Objective 2.2: Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.

Overview: This objective recognizes the importance of keeping the College's CTE programs current and comprehensive and supporting faculty professional development in order to maintain a responsive, strong program. As emphasized in the Board priority area of continual improvement, each CTE program has specific program-level student learning outcomes based on current industry needs that a student must achieve when earning a credential, along with the nine general education outcomes if earning a two-year degree. Assessment of program level outcomes takes place within the individual programs.

The College recognizes that developing and supporting quality faculty is integral to creating a successful learning environment for students. COCC maintains an organizational culture that encourages teaching excellence, supports professional development financially, and provides opportunities to innovate. CTE program directors and faculty are expected and supported to stay current in industry standards in order to shape CTE graduates who are employable and exceptional. As emphasized in the Board priority area of strategic partnerships and response to regional needs, CTE program directors work closely with industry advisors to continually update and refine program outcomes. CTE Program Advisory Committees provide regular feedback including industry-specific recommendations that are integrated into the curricula in a timely manner. Regular reviews of field-specific licensure and examination of success rates guide planning and program improvements. Most of COCC's CTE programs are accredited by external industry-specific accrediting agencies. Table 1.6 summarizes the specific indicators used to measure progress toward this objective.

Table 1.6: Indicators, Benchmarks, and Sources for Objective 2.2, Core Theme 2: Workforce Development				
	Indicator	Benchmark		Source
		Yellow	Green	
2.2.a	Student satisfaction with acquired job or work-related knowledge and skills (full-time and part-time students)	FT-56%	59%	CCSSE
		PT-49%	52%	
2.2.b	Student satisfaction with preparation received for chosen occupation	75%	80%	COCC Graduate Survey
2.2.c	Percent of CTE programs identified as viable overall (may have minor recommendations but meet industry needs)	85%	100%	Review and Support Committee Annual Report
2.2.d	Industry accreditations are reconfirmed	90%	100%	CTE Program Accreditations
2.2.e	Licensure pass rates for CTE programs, where applicable	90%	95%	CCWD Key Performance Measure (KPM) #11
2.2.f	Percent of faculty successfully completing the annual review process	85%	95%	Faculty Personnel Files
2.2.g	Percent of eligible full-time faculty earning a promotion	70%	90%	Promotions Results

<u>Planned Future Indictors</u>: COCC is working to expand technical skills assessments prior to completion in Perkins-eligible CTE programs.

<u>Rationale</u>: CCSSE and the graduate survey obtain the student perspective of knowledge and skill acquired at COCC. The Review and Support Committee (RSC) Annual Report contains several benchmarks related to program viability as related to cost and enrollments. (This committee and its report are explained more fully in Chapters Two and Four of this report.) Specialized CTE program accreditations tell a detailed story of the high quality contained in COCC CTE programs. Recommendations from these external accrediting agencies help to define for COCC work that needs to be done to maintain both quality and program relevancy. High student pass rates for programs requiring licensure demonstrate that COCC CTE graduates are prepared to meet industry standards, and the COCC rate is compared to licensure pass rates of Oregon's CTE students (Oregon Key Performance Measure, or KPM). The Annual Report of Activities required of CTE faculty also documents linkages to industry and the importance of keeping current with specific skill sets. Moreover, the thorough and rigorous tenure, promotions, and review processes apply to all faculty members (including CTE) and further demonstrate a strong faculty culture of continuous improvement.

Objective 2.3: Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.

<u>Overview</u>: This objective recognizes that the majority of CTE students have two goals: (1) to successfully complete the CTE program of study and (2) to find or improve employment. COCC faculty and staff continue to emphasize retention of students and achievement of academic goals as emphasized in the Board priority area of success. As described in Objective 2.2, CTE programs continue to be comprehensive and relevant. COCC graduates are supported to be well prepared to work with industry partners, and these partners should be satisfied with the knowledge and skills graduates demonstrate upon employment. To assess progress toward this objective, the College uses three indicators (Table 1.7), with data provided by three primary sources.

Table 1.7: Indicators, Benchmarks, and Sources for Objective 2.3, Core Theme 2: Workforce Development				
	Indicator	**Benchmark**		**Source**
		Yellow	**Green**	
2.3.a	Increase CTE completion numbers by 15% to 20% during a four-year period	+15%	+20%	COCC Completions Report
2.3.b	Students declaring a CTE major will receive a certificate or degree within four years	20%	25%	SEM
2.3.c	Percent of completers currently employed who indicate the job is related to their COCC field of study	50%	70%	COCC's Graduate Survey

<u>Planned Future Indicators</u>: COCC will establish an average time to completion of the CTE certificate or degree and determine a threshold of increased success. Moreover, the College is seeking a mechanism for tracking employment and the median hourly wage of completers.

Rationale: The annual Completions Report provides a baseline for increasing future completions and, in effect, COCC can establish a four-year rolling benchmark. SEM data also communicates a collaborative process through which reasonable benchmarks for improvement have been set. The Graduate Survey provides student perspective on their employment after graduation.

Objective 2.4: COCC will assist industry partners in regional economic development.

Overview: Partnerships have become crucial as the nation attempts to return to the economic prosperity of the pre-2007-08 U.S. economic decline. The role of higher education can no longer be understated in efforts to bring innovations to the marketplace (including the commercialization of technologies and products originating from research universities) and to increase the success of new markets through a well prepared workforce. The Board priority area of strategic partnerships and response to regional needs effectively directs administration, faculty, and staff to partner with regional employers to "define and evaluate potential new or modified programs/services." The College is a primary collaborator with economic development partners and agencies (e.g. Economic Development for Central Oregon, the local Chambers of Commerce, OSU-Cascades) in credit and noncredit workforce development offerings. The continuing education office is home to the Small Business Development Center (SBDC) that offers drop-in services and workshops for citizens needing assistance with business start-up and expansion.

To further explain the role of COCC in regional economic development, one can point to the recent programming efforts for the Redmond Technology Education Center, scheduled to open in 2013. Instructional leadership met with and listened to the voices of industry partners and these conversations resulted in the decision to include the following programs: Center for Entrepreneurial Excellence and Development (CEED), Mechanical Systems Flex Lab (with an emphasis on green technology and a possible unmanned aerial vehicle drones), Non-Destructive Testing and Inspection, and an expansion of Digital Arts and Media. Industry partners—present and potential—recognize that a well-trained workforce minimizes the risk of failure and maximizes the chances for profit and success. Positive economic development goes hand-in-hand with educational and industry partners. From a facilities standpoint, this example also illustrates a clear response to the Board priority 0f institutional viability. Table 1.8 lists the indicators by which the College assesses its achievement of Objective 2.4.

Table 1.8: Indicators, Benchmarks, and Sources for Objective 2.4, Core Theme 2: Workforce Development				
Indicator		**Benchmark**		**Source**
		Yellow	Green	
2.4.a	Qualitative analysis of CTE Advisory Committee recommendations for pro-gram improvement	Acceptable Q	Aspirational Q	CTE Advisory Committee minutes
2.4.b	Involvement and planning (qualitative patterns) with regional community and economic development partners	Acceptable Q	Aspirational Q	IE reporting: Partnerships and Redmond Technology Education Center planning documents
2.4.c	Number of Small Business Development Center (SBDC) clients starting new and expanding established businesses will increase annually	+5%	+10%	Oregon SBDC Site Review and self-study data

Rationale: The rich collaboration between CTE faculty, staff, and industry is difficult to quantify; however, Advisory Committee minutes and other relevant feedback documents can be used to capture themes and the College's responses to industry concerns and suggestions. The COCC Small Business Development Center has collected client data for years, and much of the success of the SBDC is clearly outlined in a recent review conducted by the Oregon Small Business Development Center. Client success rates are carefully tracked and, thus, a baseline established.

Core Theme 3: Basic Skills

The core theme of basic skills addresses the Board goal to achieve a student population with the basic academic and learning skills necessary to succeed at the community college level.

As an open-door institution in a diverse community, the College cannot ignore the many students who seek higher education but are lacking in one or more of the vital skills that will allow them to succeed. Addressing this theme includes providing classes for English Language Learners (ELL); Adult Basic Education (ABE); High School Completion (HSC); GED Preparation; pre-college coursework in reading, writing, math and computer skills; and student success/human development courses such as Test Taking, Introduction to College Life, and Time Management. In the last few years, the College has sought to bring these programs, courses, and services into greater alignment. In particular, the various offerings and services are now presented in one place in our catalog and other publications, referred to as Transitional Studies. Faculty and staff associated with and interested in these programs came together in 2009-10 to determine program-wide student learning outcomes and indicators of progress and to analyze preliminary data. Faculty from each credit course area (developmental writing, math, and human development/study skills), staff from ABE/GED, and Student Services worked with instructional administration in this yearlong project. Those efforts have resulted in a series of steps to improve alignment of programs and success of students.

Objective 3.1: Students who began at the basic skills, English Language Learner, or the post-secondary remedial level will be able to succeed in college-level courses.

Overview: The Board priority areas of access and success are particularly relevant here. Students who are not yet ready to succeed at a college level tend to have limited resources (including financial) and may not know how and where to access learning opportunities. COCC has significantly expanded access in Redmond, Madras, and in Prineville (in partnership with OSU-extension). The success of such students presents numerous challenges: these Central Oregonians may need to begin by learning English (English Language Learners), achieve basic literacy and basic reading and writing skills, and master basic elementary math skills in order to persist to intermediate high school-level algebra and into college-level mathematics. The College is directed by the Board to seek strategies that improve persistence of these students and to design and implement ways to track and strengthen student retention and academic goal achievement. Indicators of achievement for this objective and the relevant data sources are provided in Table 1.9.

Table 1.9: Indicators, Benchmarks, and Sources for Objective 3.1, Core Theme 3: Basic Skills

	Indicator	Benchmark		Source
		Yellow	Green	
3.1.a	ELL students successfully complete all ELL levels	10%	12%	Title II TOPS Data
3.1.b	ABE level students successfully complete ABE level	20%	25%	Title II TOPS Data
3.1.c	Adult Secondary Education (ASE) level students successfully complete six or more credits in one year	10%	15%	COCC Enrollment Data
3.1.d	First term success rates of students testing into developmental writing and math	60%	70%	SEM

Rationale: Title II TOPS (Tracking of Programs and Students) Data captures improved competencies/ skills of students progressing through ELL and ABS. COCC enrollment data continues to track students progressing through advanced milestones. This data can be analyzed and will allow COCC to identify completion of milestones as well as areas that appear to be stopping points and delays in progression. The SEM goal directs the College to analyze how effectively we have prepared students for success in Developmental Education.

Objective 3.2: Students progressing in Adult Basic Skills will demonstrate momentum by attaining foundational skills in writing and mathematics.

Overview: As a result of successful persistence, students will emerge from Adult Basic Skills with the foundations necessary to succeed at developmental levels in writing and mathematics. This will demonstrate alignment with the Board priority area of success. Students will be prepared to enter into CTE pathways and earn certificates and degrees, or students can select transfer coursework and degree options. Indicators related to this basic skills objective are listed in Table 1.10.

Table 1.10: Indicators, Benchmarks, and Sources for Objective 3.2, Core Theme 3: Basic Skills

	Indicator	Benchmark		Source
		Yellow	Green	
3.2.a	Enrollment of ABS students in WR 60 or MTH 10 will increase annually.	+2%	+5%	COCC Enrollment Data
3.2.b	Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher).	+2%	+3%	COCC Enrollment Data
3.2.c	Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher) and who have progressed to college level will increase annually.	+2%	+5%	COCC Enrollment Data

<u>Rationale</u>: COCC enrollment data tracks student progress from ABS to developmental levels and assists in realistic planning and strategy efforts.

Core Theme 4: Lifelong Learning

The core theme of lifelong learning addresses the Board Goal of promoting access to and participation in wide-ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation among constituents of all ages.

As a comprehensive community college, COCC offers citizens in its service district the opportunity to pursue interests and learn skills for fun, business, health, or personal enrichment. Noncredit courses are offered over a wide spectrum of times, locations, and formats to meet the varied needs of our geographically widespread service area. Additionally, through a broad range of events, services, and opportunities, the College promotes cultural enrichment and access to academic resources for all Central Oregonians.

Objective 4.1: Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.

<u>Overview</u>: COCC is committed to fostering the value of continuing education across age groups and diverse populations, and we take pride in offering numerous noncredit courses spanning a wide range of interests and subjects. The Board priority area of access aligns here. To maintain an environment of lifelong learning, we are committed to providing educational opportunities and events to the youth of our Central Oregon community. The COCC College Bound program (run by Admissions and Records) and Youth College (annual summer youth camps housed in Continuing Education) offer two good examples. The College is also committed to providing opportunities for seniors and continues to expand program offerings in this area.

Additionally, the Community Learning staff continuously works to strengthen lifelong learning opportunities, including program offerings and events. In this spirit, the College offers a wide spectrum of noncredit workshops and events too numerous to mention here. Determining the content of offerings is strategic, and the College identifies and includes emerging topics relevant to the community. To this end, we provide our community with opportunities to attend concerts, hear lectures, and participate in workshops that educate and entertain. Table 1.11 provides a summary of six indicators by which the College measures its progress in this objective.

	Indicator	Benchmark		Source
		Yellow	Green	
4.1.a	Expansion of successful offerings for youth and seniors	+10	+15	Community Learning Business Plan
4.1.b	Student course expectations are met	75%	80%	Community Learning Annual Survey
4.1.c	Maintain a variety of courses across the Community Learning subject areas; qualitative pattern of strategic expansion	Acceptable Q	Aspirational Q	Community Learning Business Plan
4.1.d	Meet Community Learning industry standards for courses successfully delivered	80%	85%	Community Learning Business Plan
4.1.e	Increase variety of and access to Community Learning offerings	+2%	+5%	Community Learning Business Plan
4.1.f	Increase access to Business and Employee Development offerings	+2%	+5%	Community Learning Business Plan

Table 1.11: Indicators, Benchmarks, and Sources for Objective 4.1, Core Theme 4: Lifelong Learning

Planned Future Indicators: COCC will analyze district penetration rate (the number of Central Oregon Community College District citizens age 16 or older, who took any COCC class) by age group of students taking Community Learning offerings. COCC will develop a college-wide quarterly list of gatherings and events that enrich the community (e.g. Symphony, Library events, Student Life, Nature of Words, Speaker Series, etc.) and review these with the Board of Directors.

Rationale: Expanding new offerings results from strategic planning efforts occurring in the Community Learning department (Community Learning Business Plan). When new offerings support themselves with healthy enrollments, the College demonstrates that it is providing good opportunities for lifelong learning for the Central Oregon community. The Community Learning Annual Survey assesses the satisfaction with offerings (new and time-tested). Moreover, the Community Learning Business Plan is reviewed annually, and specific strategies and goals are agreed upon and implemented. These goals are tracked on a regular and ongoing basis and communicated to SEM for integration into college-wide planning efforts.

Objective 4.2: Design learning opportunities that are accessible throughout the broad geographic district.

Overview: COCC has the largest district of all the community colleges in Oregon, and this district is economically, politically, and culturally diverse. This district includes Deschutes, Crook and Jefferson counties, and portions of Wasco, Lake, and Klamath counties. In order to maintain our ability to meet the needs of our broad geographic district, and in alignment with the Board priority areas of access and institutional viability, COCC must provide opportunities that engage with these diverse populations in ways that are accessible to the most remote areas of our district. Indicators of our ability to do so include an analysis of our online opportunities and participation rates that correlate with population density. The construction, expansion, and utilization of outreach centers (such as the expansions in

Redmond, and the new facilities in Madras and Prineville) provide further indicators of the College's ability to meet the needs of our widely dispersed community. Indicators chosen to measure progress toward this objective are provided in Table 1.12, below.

Table 1.12: Indicators, Benchmarks, and Sources for Objective 4.2, Core Theme 4: Lifelong Learning		Benchmark		Source
	Indicator	**Yellow**	**Green**	**Source**
4.2.a	Increase the number of credit courses offered by nontraditional methods (evening, weekend, modality, location)	+10%	+12%	SEM
4.2.b	Percent of course offerings outside of Bend (credit and noncredit)	20%	25%	Institutional Data
4.2.c	Percent of student activity in locations outside of Bend (credit and noncredit)	15%	20%	IE Reporting: Access
4.2.d	Percent of students who live outside of Bend taking online/hybrid classes	35%	40%	IE Reporting: Access
4.2.e	Percent of College District population served	9%	10%	Institutional Data & SEM

Rationale: SEM data tracks courses offered by nontraditional methods. Location of course offerings (credit and noncredit) and participation rates of Central Oregon's residents are captured by the COCC enrollment reports. This data demonstrates regional access and engagement in lifelong learning opportunities. The data also allows COCC to note gaps in access resulting from a wide geographical service area and plan accordingly.

Conclusion

Chapter One of the COCC Year Seven Self-Evaluation Report describes the College's institutional purpose by reaffirming its mission statement and identifying its core themes, objectives, and associated indicators. Together these elements clearly articulate COCC's broad commitment to the educational and workforce development of the Central Oregon community.

The information provided in this report includes a framework for the systematic assessment of institutional effectiveness. The development of systematic and authentic assessment has been an ongoing commitment for over a decade and is evident in the commendations from previous accreditation evaluation reports. The New Accreditation Standards for the NWCCU provide further guidance in connecting the many meaningful assessment activities in progress across the institution and encourage the College to work toward a common objective. As a result of the new standards, the COCC Board reaffirmed the College's mission statement and approved the four core themes—(1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning—that help the institution guide its decision making to provide the most effective environment to meet its mission goals.

These core themes provide a framework that lends a focus to institutional decision making. Applied research—quantitative, qualitative, and multidimensional in measurement—can tell a complex and rich story while demonstrating mission fulfillment across the full scope of the institution.

Endnotes

1 Board Member, Mission, Vision and Goals: http://visitors.cocc.edu/About/Mission/default.aspx
2 Board Priorities 2011-13: http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx
3 Curriculum Review Committee Processes and Procedures: http://academicaffairs.cocc.edu/ Curriculum/default.aspx
4 COCC Degrees and Certificates, 2011-12 Catalog, pages 36-51: http://current.cocc.edu/UserData/ Documents/current/catalog/2011-12%20Pathways%20pp%2036-51.pdf